



Way to Go

Roosevelt High School

Trip Reduction Demonstration Project

FINAL REPORT

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EXECUTIVE SUMMARY.....	I
BACKGROUND AND GOALS.....	i
PROGRAM ELEMENTS	ii
RESULTS	iii
CONCLUSIONS	iv
RECOMMENDATIONS	iv
PROGRAM BACKGROUND AND GOALS.....	1
THEME	2
MARKETING AND PROMOTIONAL ACTIVITIES.....	8
RESULTS.....	11
PRODUCTS AND SERVICES.....	11
PHYSICAL IMPROVEMENTS	15
EDUCATIONAL	15
MARKETING AND PROMOTIONAL ACTIVITIES.....	16
OVERALL/GENERAL FEEDBACK ON Way to Go	18
CONCLUSIONS AND RECOMMENDATIONS.....	21
CONCLUSIONS	21
RECOMMENDATIONS	22

EXECUTIVE SUMMARY

This report describes and evaluates the City of Seattle's High School Trip Reduction Demonstration Project known as the Roosevelt Way to Go effort. It provides background information and explains the project's goals, it outlines the program elements and results, and it highlights key issues and recommendations for the future.

BACKGROUND AND GOALS

In 1999 the City of Seattle began investigating ways to raise awareness about automobile trip reduction among high school-age students. By the end of 1999, Roosevelt High School was targeted as the site for a pilot project to be carried out by the City of Seattle (Strategic Planning Office and SEATRAN) in cooperation with the Seattle School District (Resource Conservation/Logistics Office) and funded by the City's Trip Reduction Initiative (TRI).

The overall goals set for the Roosevelt Trip Reduction Demonstration Project by the Interdepartmental Support Team (IST) were:

1. Raise awareness of transportation choices and create incentives for student/staff actions to reduce automobile trips.
2. Reduce parking impacts on surrounding neighborhoods.
3. Design a program which could be transferable (fully or partially) to other schools.

The chosen theme was: Roosevelt **Way to Go**. This has dual meanings. It refers not only to different transportation modes (busing, biking, walking, etc.) but also can be used to congratulate those making good transportation choices.

The trip reduction demonstration project was kicked off during the final six weeks of the 1999-2000 school year and continued throughout the following year, concluding with activities on Campus Day 2001. Principal funding for the demonstration program was provided through the City of Seattle's Trip Reduction Initiative, with significant in-kind assistance from both Seattle School District (SSD) and Metro, as well as other public and retail partners.

PROGRAM ELEMENTS

1. Products and Services

The transportation survey revealed high levels of student interest in riding Metro and having a bus pass. Two Way to Go products addressed this: (a) intensively marketing the availability of reduced price monthly student Metro passes and (b) initiating a trial which replaced yellow bus service with free Metro passes for approximately 175 students. Priority carpool parking was one of the incentives rated highest in the student transportation survey. However, because of liability concerns at SSD and the City, no permitting mechanism was agreed upon and this element was discontinued. Teachers and staff were provided with \$30/month vouchers towards purchase of bus passes or Commuter Bonus Plus rewards for those who carpooled, bicycled, walked or bused at least twice per week.

2. Physical Improvements

Three bike racks were added on the west side of school during the fall and partial weather covering was added by mid-year.

3. Educational Materials

A three-sided free-standing kiosk was created for the lobby which included **Way to Go** basics and facts; information on rideshare, biking and walking; and busing information, including promotion of reduced fare passes.

Five articles appeared in issues of the Rider Record (PTSA newsletter), information was distributed to Roosevelt and Ravenna/Bryant neighborhoods, and several articles appeared in the University Herald.

The spring kickoff included classroom sessions with introductory materials about trip reduction, including a group-activity transportation quiz. “Factoids” about the impacts of automobile use and the benefits of driving less (such as “Coming to school by bus even just 5 miles each way can save you \$275 worth of gasoline each year”) were incorporated at many stages during the year - on the lobby display, in morning PA announcements and on posters around the school.

Building on SSD’s new requirement for high school students to perform community service, a packet of projects and ideas for qualifying Way to Go activities was developed. Several students participated - one researching factoids for the February promotion, others volunteering to do program outreach at neighborhood events. The most significant product of the Service Learning Projects was a Way to Go Teen Fun map created by three students. There were 5,000 maps printed; they were delivered to all Roosevelt families, to the destinations shown on map (with acrylic holders for distribution), and to principals of other Seattle high schools.

4. Marketing and Promotional Activities

A number of retailers donated products and participated in events. Other partners participated as sponsors for the student-produced teen bus fun map. Government and non-profit partners also contributed to program events, providing staff, handout items, and free tickets.

The spring kickoff for the Way to Go program was a transportation fair in the school cafeteria. Students who signed pledges to travel by bus, bike, walking or ridesharing at least three days each week received free Metro tickets or product vouchers and one piece of Papa John's pizza. During the six week period following the Transportation Fair, random rewards were handed out to students arriving by bus, bike, walking or sharing rides to further strengthen pledge compliance.

The fall kickoff included introduction of the informational kiosk in the lobby, information over the PA system about free and reduced price bus passes, plus an information table and a student skit at the Freshman assembly. Later in the fall a "Rider Rewards" promotion randomly rewarded bicyclists and those picking up their bus passes with Old Navy and Amazon gift cards and movie passes. In February students were asked to participate in a "Factoid Challenge" with the theme "You'll Love the Way to Go in February." Winners were announced on the PA in an attempt to encourage more entries for future weeks. The final promotional event focused on bicycling - students were encouraged to bike to school - and the class with the most bicyclists received rewards, presented by City Councilmember Heidi Wills (who arrived by bicycle herself).

RESULTS

Evaluation yardsticks included actual levels of student participation, self-reported behavior and anecdotal information. Some highlights include:

A. Metro bus use increased and passes were popular.

Nearly 200% increase in monthly sales of bus passes - from 25 per month to average of 71 per month. Students receiving free Metro passes picked them up 82% of the time, vs. average 61% ridership on the same yellow bus routes the previous year. Bus trial students used the Metro bus - 77% used it five days a week to get to and from school, 50% of parents said their child used Metro frequently for work or recreation, and 85% said the Metro trial was successful.

B. Student awareness and behavior was affected.

39% said the Way to Go program made them more aware of the transportation choices available to them. 22% of the student body signed pledges to travel more by bus, carpool, biking or walking; 68% of those reported they were "very successful" in carrying out their pledge to use alternative transportation. Of those who used to drive alone to school, 28% said they drove alone less often and 15% said they stopped driving alone. More than 7% said they biked or walked more often, 15% took Metro more often, and 13% took the yellow bus more often.

C. Program partners were uniformly pleased to support youth trip reduction.

From retail partners like Papa John's to educational institutions sponsoring the map - all expressed pleasure in supporting and being associated with encouraging kids to drive less.

CONCLUSIONS

A. Raising awareness, changing behavior.

Raised awareness levels and changed behavior as a result of the Way to Go trip reduction project are demonstrable: more than 40% of those who used to drive alone said they did so less as a result of the program. The major Transportation Fair with student pledges (and rewards) was very effective - both in raising initial awareness about Way to Go and in changing behavior. In general, substantive program elements (free or reduced price passes, priority carpool parking) seemed to have the most direct trip reduction results, where ongoing participatory contests worked less well.

The strong results of bus trial effort and SSD's enthusiasm to continue expanding it are encouraging. A strong marketing effort for reduced price Metro passes would significantly increase Metro ridership among teens. Teacher participation in trip reduction was modest.

B. Reducing neighborhood parking impacts.

There was no demonstrable impact on the tight neighborhood parking situation, for several likely reasons: tracking difficulty in open parking environment, establishment of a Restricted Parking Zone (RPZ), and removal of priority carpool parking from the program.

C. Creating a transferable program.

Because the demonstration program was structured to test an array of products and services, educational materials, physical improvements and marketing/promotional activities, it is easy to pick the most successful elements and package them as a "menu" of trip reduction elements for other high schools.

Having a committed staff person and outside Way to Go resource person is essential to program success.

RECOMMENDATIONS

Based on the strong results of the pilot effort in terms of affecting student awareness and changing behavior, the following categories of follow-up actions are recommended, to be carried on during the remainder of 2001 and throughout 2002:

1. Provide Trip Reduction Resources for all Seattle High Schools.

Make presentations to other Seattle high schools (and their PTSA's) summarizing the results of the Roosevelt Way to Go experience. Create a "Way to Go Resource Kit" which other high schools could use to replicate successful program elements from the Roosevelt trial. Offer startup assistance to high schools wanting to initiate Way to Go programs - coordinated jointly by the City and SSD, bringing in Metro and others as appropriate.

2. Support Expansion of Free Metro Service to High School Students.

Work with SSD to identify additional high schools for expansion of the free pass trial; help facilitate mechanics and track results. Help SSD and Metro develop a marketing campaign informing high school students about availability of reduced price Metro passes.

3. Find Ways to Encourage Carpooling and Ridematching.

Given the strong potential for priority carpools as a trip reduction tool, seek policy guidance and new mechanics to allow ridematching and carpool registration without imposing undue liability on the City or SSD.

4. Seek Increased Level of Support from SSD and Metro.

Brief relevant elected officials and committees from City, SSD and Metro. Identify budget levels to carry out above recommendations, including elements recommended to be funded by SSD and Metro. Seek participation from SSD and Metro staff in implementation activities

PROGRAM BACKGROUND AND GOALS

In 1999 the City of Seattle began investigating ways to raise awareness about automobile trip reduction among high school-age students. This effort was part of the Trip Reduction Initiative (TRI), a strong council and mayoral priority aimed at promoting transportation alternatives and reducing the number of single-occupancy vehicle (SOV) trips. One important target audience for the TRI was youth, calling for education programs to encourage young people to think about how the transportation system works and how travel choices affect the community and the environment. The TRI also sought to encourage stronger partnerships between the City and other agencies providing transportation services, such as the Seattle School District.

By the end of 1999, Roosevelt High School was targeted as the site for a Tri-funded pilot project to be carried out by the City of Seattle (Strategic Planning Office and Seattle Transportation Department) in cooperation with the Seattle School District (Resource Conservation/Logistics Office). An interdepartmental support team (IST) was set up to shape the project and move it forward.

PROGRAM GOALS

The overall goals set for the Roosevelt Trip Reduction Demonstration Project by the Interdepartmental Support Team (IST) were:

1. Raise awareness of transportation choices and create incentives for student/staff actions to reduce automobile trips.
2. Reduce parking impacts on surrounding neighborhoods.
3. Design a program which could be transferable (fully or partially) to other schools.

HIGHLIGHTS OF BACKGROUND INFORMATION

Taylor Consulting was selected to prepare and carry out the work program for the Roosevelt Trip Reduction Demonstration Project. The program elements, evaluation tools and theme were determined based on interviews with dozens of potential stakeholders and partners in the project, including staff, teachers and students at Roosevelt, as well as a school-wide transportation survey. For more details on the survey results and recommended implementation plan, see Trip Reduction Project for Roosevelt High School, February 29, 2000 by contacting the Way to Go program at "waytogo@ci.seattle.wa.us".

Following are some key findings which shaped the program design:

- Parking around Roosevelt is limited (fewer than 10 stalls onsite, 74 diagonally striped stalls on adjacent streets, and the rest on street in residential areas and the business district.)
- About 850 (or half of) Roosevelt students live closer than 2.5 miles and thus are not eligible for Seattle School District (SSD) transportation, which is primarily by yellow bus.
- Of those who are eligible for transportation, nearly 20% indicated that they “rarely take it.”
- 55% of students have driver’s licenses, 65% of students do not have access to a car.
- 59% participate in after-school activities two or more days a week.
- 22% go directly to work after school at least two days a week.
- Many students indicated a willingness to change their transportation behavior with incentives like free Metro transit passes (75%), rewards like pizza or movie tickets (71%), or priority carpool parking spaces (71%).

THEME

Having an overall theme and logo was important to integrate the different program elements and begin to “brand” the trip reduction concept over the course of the school year. The chosen theme was: “Roosevelt Way to Go,” which has dual meanings. It refers not only to different transportation modes (busing, biking, walking, etc.), but also can be used to congratulate those making good transportation choices. The theme is broad enough to work well in various visual and written formats.

The logo (see cover) was developed based on the ubiquitous Roosevelt “R,” and used the school colors of emerald green and bright yellow to add a sense of school spirit to the program. Whenever possible, school mascots and themes were incorporated (for instance, the Roosevelt Rough Riders were incorporated into the Way to Go project in the form of “Rider Rewards,” which also fit well with the transportation motif.

WAY TO GO PROGRAM SCHEDULE AND FUNDING

The Way to Go trip reduction demonstration project was kicked off during the final six weeks of the 1999-2000 school year and continued throughout the following year, concluding with activities on Campus Day in May, 2001. Principal funding for the demonstration program was provided through the City of Seattle’s Trip Reduction Initiative. However there was significant in-kind assistance received from both Seattle School District (SSD) and Metro through participation in the Interdepartmental Support Team, providing incentives, assisting with structuring the details of the Metro Pass trial and developing the Way to Go Teen Bus Map.

The Way to Go program elements fall into four categories: Products and Services, Physical Improvements, Educational Materials, and Marketing and Promotional Activities. These were to be phased in at different times during the program period. Samples of materials, where applicable, are available by contacting the Way to Go program at

The following strategies guided development of the mix of program elements:

- Provide more flexible transportation alternatives for those students who work or have other commitments after school.
- Provide a mix of attractive options and incentives both for the 850 “non-eligible” students who live too close for school district transportation service and for the remainder who are eligible for district transportation.

Think of the program as a “fabric of interwoven options,” large and small, rather than a series of totally separate elements. The synergy between elements will create visibility and motivation. While the main target market is the students (due to sheer volume), involving teachers, staff, parents and neighbors in the program will increase the chances of its success. Each of the governmental and retail program partners should contribute significantly to project funding and in-kind support.

The remainder of this section lists the program elements called for in the original project plan, with information about how and when they were implemented (or if not, why not).

PRODUCTS AND SERVICES

1. Priority Carpool Parking

Having priority parking spaces for carpools was one of the incentives rated highest in the student transportation survey. It was a particularly attractive product because of its appeal to junior and seniors, who represent most of those who say they drive alone. Neighborhood representatives also indicated an understanding that more efficient use of the parking spaces might benefit the overall neighborhood parking situation.

During the kickoff (Spring, 2000) 17 of the diagonal spaces on 66th Street, adjacent to the front entrance of Roosevelt, were posted by the City as “Priority Carpool Parking (3+) 7 - 10 a.m.” and their availability was advertised as part of kickoff promotions. Given the short lead time, no permitting system was put in place, so use of the spots was by the honor system for this six-week period (with some teacher oversight).

Unfortunately, efforts during the summer to work out details of a system to issue carpool permits to students (with parental permission) were not successful due to liability concerns. Therefore, this program element was discontinued for the remainder of the demonstration program.

2. Ridematching Service

This service was intended to be a partner to the priority carpool space product. It was to include both high tech (computer) and low tech (lunch time zip code matching) aspects. For the same liability

concerns which caused the priority carpool spaces to be dropped (see above), the student ridematching services were never implemented.

3. Metro Bus Passes

TheBased on high student interest in the transportation survey revealed high levels of student interest in riding Metro and having a bus pass. Two Way to Go products addressed this: (a) intensively marketing the availability of reduced price monthly student Metro passes and (b) initiating a trial which replaced yellow bus service with free Metro passes for approximately 175 students.

A. Marketing reduced price passes.

Availability of the \$18 passes was advertised in morning PA announcements, on the Way to Go information kiosk and in the PTSA newsletter. Reminder messages ran every month - to purchase and to pick up passes when they arrived. The fall promotion provided the possibility of rewards for students who picked up their passes (free and reduced price), as further incentive for ordering and using them. Administration of pass sales and distribution was shifted from the Counseling Office (which found it a burdensome addition to their main duties) to the Career Center, whose director, Rodney Herold, was the main Roosevelt liaison to the Way to Go effort.

B. Free pass trial.

The goal of the free pass trial was to see if students rode the bus to and from school more with the Metro pass - and to learn how much the passes were used for non-school travel. Beginning in September, 2000 four yellow bus routes were discontinued (Routes 229, 233, 342 and 478) and those students were offered free Metro passes, to be picked up each month in the Career Center. The SSD Transportation Office was able to purchase the passes from Metro at \$18/student/month which represented some savings from the cost to SSD of providing yellow bus service.

These routes were selected because they represented geographical diversity and because replacement Metro service was available which met the School District's criteria for one hour transit time and one transfer or less. A letter from Roosevelt's principal explaining the trial and including Metro route information was sent to parents of all affected students just before the trial began.

4. Teacher and Staff Products and Service

Teachers and staff were provided with \$30/month vouchers towards purchase of bus passes or Commuter Bonus Plus rewards for those who carpoled, bicycled, walked or bused at least twice per week. These vouchers were financed with TRI funds with the hope that teachers would (a) alter their

transportation modes and (b) provide more support to student efforts through example. A teacher ridematching board (and Metro rideshare information) was posted in the teachers' lounge beginning Fall, 2000.

PHYSICAL IMPROVEMENTS

1. Bike Racks

Since there were no bike racks at Roosevelt, those who did ride in past years had to use railings or other "found" objects to lock up bikes, and security was cited as a concern by students in focus groups. Three bike racks were added on the west side of school during the fall (the first was already in the process of installation through the efforts of sophomore Warren Cent as part of an Eagle Scout project). This location, just outside the Career Center, was selected partially because it afforded high visibility and good security. By mid-year Cent had designed and obtained approval to add weather covering to the center rack. The improvements were funded through the Way to Go project and installed by Cent and other students with assistance from the school shop.

2. Bus Shelter

Putting a Metro shelter on 15th directly adjacent to the school was suggested initially, but dropped early on after discussions with Metro. The location was too close to other available shelters and was thought not likely to improve ridership.

3. Priority Carpool Signage

Priority carpool signage (as "Priority Carpool Parking (3+) 7 - 10 a.m.") was installed by Seattle Transportation (SeaTran) during the spring trial along south edge of school. The signs were highly visible and prompted many positive student reactions. The signs were removed by fall, since agreement on a method to register carpools was not reached, and the "honor system" was deemed by students and teachers alike to be unworkable (see previous discussion of Priority Carpool Parking under Products and Services).

EDUCATIONAL MATERIALS

1. Information Center in the Lobby

A three-sided free-standing kiosk was created for the lobby, (generously donated by the City of Bellevue from an earlier trip reduction campaign). It was designed to reflect school spirit, chiefly in green and yellow with the new Way to Go logo prominently displayed. The kiosk had acrylic pockets for timetables, bike maps and other program materials.

The three panels of the kiosk included:

1. Way to Go basics and facts, including space for special notices and updates.

2. Rideshare, biking and walking information,
3. Bus information - including promotion of reduced fare passes.

The kiosk was suspiciously removed late in the fall and its whereabouts were never determined. A replacement display board was created and bolted to the wall for the remainder of the pilot program.

2. Brochure

Creation of a single brochure to explain the pilot project to all audiences - students, teachers, parents and visitors - was originally recommended. During more detailed program planning, it was deemed to be more effective instead to use multiple fliers and information pieces targeted to specific audiences for specific purposes, such as:

- introductory flier to parents enclosed with school mailing
- articles in neighborhood organization newsletters
- handouts at neighborhood meetings
- articles in PTSA newsletters
- teacher information bulletins

3. Webpage Link

The school webpage was in development when the original recommendations were written. However, the site never became a fully usable/frequently visited site so no The kiosk had acrylic pockets for timetables, bike maps and other program materials. information was prepared for it.

4. Regular Articles in PTSA Newsletter

Five articles appeared in issues of the Rider Record during the duration of the program, highlighting current program activities and themes:

- "Roosevelt Way to Go Kicks Off" (April 2000)
- "It's the Way to Go Back to School" (September 2000)
- "RHS Way to Go Project is Getting More Students and Teachers to School in Fewer Cars" (December 2000)
- "Students Take Way to Go" Factoid Challenge" During February" (February 2001)
- "Students and Parents Evaluate the Way to Go Free Bus Trial" (February 2001)

5. Neighborhood Information

The original recommendation of distributing flyers to homes adjacent to Roosevelt was changed, on advice from neighborhood representatives in April, 2000. Instead, program information was distributed to Roosevelt and Ravenna/Bryant neighborhoods via their association newsletters and

meetings. A flyer was handed out at a Station Area Planning workshop in the Roosevelt neighborhood, and several articles appeared in the University Herald, beginning with the spring kickoff and including coverage of the bike rack installation.

6. Classroom Kickoff Information

The spring kickoff included classroom sessions with introductory materials about trip reduction, including a group-activity transportation quiz. The purpose was to:

- Introduce the concept of making wise travel choices and show how small actions can add up to big changes,
- Encourage students to attend the Transportation Fair, and
- Invite students to volunteer to help enhance the Way to Go effort.
- Teacher materials were provided and introduced in a faculty meeting.

7. Factoid Campaign

“Factoids” about the impacts of automobile use (and the benefits of driving less) were incorporated at many stages during the year - on the lobby display, in morning PA announcements and on posters around the school. Samples included:

- “Many drivers spend half as much time stuck in traffic each year as they do on vacation!”
- “Coming to school by bus even just 5 miles each way can save you \$275 worth of gasoline each year.”
- “Air pollution from automobiles causes an estimated 40,000 premature deaths in the U.S. each year.”
- “If just 10% more people in the U.S. took the bus, we would save 135 million gallons of gasoline a year.”
- “By ridesharing every day, you can save up to \$3,000 a year on gas, insurance, parking, and wear and tear on your car.”
- “The number of overweight young people has more than doubled in the past 30 years. Walking to school consumes 75 calories per mile - biking even more!”

8. Service Learning Projects

Building on SSD's new requirement for high school students to perform community service, a packet of projects and ideas for qualifying Way to Go activities was developed. The packet was introduced to teachers at a faculty meeting and advertised to students, who were encouraged to attend meetings to “join the Way to Go team.” Several students participated - one researching factoids for the February promotion, others volunteering to do program outreach at neighborhood events such as the Station Area Planning workshop.

The most significant product of the Service Learning Projects was a Way to Go Teen Fun map created by three students (implementation of which was funded separately by the City). The three worked for months to conceptualize and create the map, which showed teen-friendly destinations (shopping, sports, food, entertainment, libraries, community colleges) and the major bus routes passing nearby. The students created and sent solicitation letters to dozens of potential sponsors, seeking funds to assist with map distribution. There were 5,000 maps printed; they were delivered to all Roosevelt families, to the destinations shown on map (with acrylic holders for distribution), and to principals of other Seattle high schools.

MARKETING AND PROMOTIONAL ACTIVITIES

1. Retail and other program partners

The concept of using discounts and other incentive rewards from teen-oriented retail merchants rated highly in the initial survey. While some rewards were purchased throughout the pilot project, a number of retailers donated products and participated in events:

- Papa John's Pizza
- Gregg's Greenlake Cycle
- Landmark Metro Cinemas
- Family Fun Centers
- Jamba Juice
- Video Update
- Hollywood Video
- Copper Sky Restaurant

Other partners participated as sponsors for the student-produced teen bus fun map:

Seattle Public Library

- South Seattle Community College
- Seattle Central Community College
- North Seattle Community College

Government and non-profit partners also contributed to program events, providing staff, handout items, and free tickets:

- King County Metro
- Cascade Bicycle Club
- Seattle School District
- Seattle Police

2. Spring 2000 Kickoff

The spring kickoff for the Way to Go program was a transportation fair in the school cafeteria. Students visited a series of tables with information about busing, bicycling, walking and ridesharing (including data about the new restricted teen driving licenses). Students who signed pledges to travel by bus, bike, walking or ridesharing at least three days each week received free Metro tickets or product vouchers. When they turned in their pledge they received a coupon good for one piece of Papa John's pizza. Parents were mailed copies of their student's pledge to help strengthen student participation.

During the six week period following the Transportation Fair, random rewards were handed out to students arriving by bus, bike, walking or sharing rides to further strengthen pledge compliance. The rewards were fortune cookies with custom messages:

- "Busing, biking, pooling, hiking: Way to Go!"
- "One less car? You're a star! Way to Go!"
- "YOU are making a difference! Way to Go!"

3. Fall 2000 Promotions

The fall kickoff included introduction of the informational kiosk in the lobby, information over the PA system about free and reduced price bus passes, plus an information table and a student skit at the Freshman assembly. Later in the fall a "Rider Rewards" promotion randomly rewarded bicyclists and those picking up their bus passes with Old Navy and Amazon gift cards and movie passes. Announcements on the PA system and on the Way to Go kiosk encouraged student participation.

4. Winter 2001 Promotion

In February students were asked to participate in a "Factoid Challenge" with the theme "You'll Love the Way to Go in February." Student-researched factoids about the environmental impacts of driving appeared throughout school and on PA system. Students entered the contest by listing a fact, making them eligible for a reward drawing each week. Winners were announced on the PA in an attempt to encourage more entries for future weeks. Everyone who entered received a Way to Go temporary tattoo the program logo

5. Spring 2001 Promotion

The final promotional event focused on bicycling. It was held during May Campus Day - traditionally a car-oriented event. Students are released early from school and traditionally gravitate to the athletic fields to sign yearbooks and look at the "cool cars" they drive to school. This year students were encouraged to bike to school - and the class with the most bicyclists received rewards, presented by City Councilmember Heidi Wills (who arrived by bicycle herself). Additional "non-car"

emphasis was added to the day through a display of “cool bikes” from Greggs’ Greenlake Cycle, the Seattle Police bicycle officers, and information and giveaways from Cascade Bicycle Club.

RESULTS

Evaluating the success of this demonstration project requires using a mix of qualitative and quantitative yardsticks - such as actual levels of student participation in promotions or events and utilization of products and services, self-reported behavior from surveys, and anecdotal information from interviews. Success is measured in terms of both increased awareness and changing transportation behavior.

The results summarized below by Program Element were derived from the following evaluation tools:

Follow-up survey to all Roosevelt students and staff in May, 2001.

Number of monthly reduced price bus passes sold.

Number of free bus passes picked up each month.

Surveys of bus trial students, parents, and general student body re bus trial satisfaction.

Number of students pledging at kickoff transportation fair and follow up survey of student pledge results.

Number of students using bike racks per week.

Interviews with retail partners and sponsors regarding satisfaction with results.

Interviews with neighborhood representatives.

Interviews with Roosevelt and SSD Transportation staff.

PRODUCTS AND SERVICES

1. Priority carpool parking

These spaces were very popular with students and were always full during the six-week spring trial. Most teachers and staff were supportive, but a few expressed concern about losing what they saw as “their spaces,” which were previously available to them since they arrived earlier than most students. The honor system was often less than effective, and students and teachers alike expressed concern about the need for a system to verify valid carpools come fall.

Representatives from the City and School District risk assessment and legal departments were not able to overcome concerns about potential liability and were not willing to approve participation in certification. The upcoming Intermediate Driver License (which did not become effective until the following summer), while not a barrier, highlighted concerns associated with encouraging youth carpooling. Some key points of the new law include:

- Intermediate license from age 16 to 18.
- No passengers under 20 for first 6 months; after that, maximum of 3.

- At least 50 hours of practice before getting license.
- Warnings for tickets; driving suspension for two or more offenses.
- No limitations after one year with no collisions or citations.

Given the strong popularity and direct trip reduction possibilities of the priority carpool parking spaces, the loss of this element had a negative effect on the overall effectiveness of the Way to Go demonstration program..

2. Marketing reduced price bus passes

An average of 71 reduced price passes were sold each month (with a high of 92 one month). This compares to approximately 25 per month in previous years -- and represents nearly 200% increase in sales. The school administration and teachers were encouraged by the student response to strong marketing of these reduced price passes, despite the increased administrative burden this represented. Because of Metro fare changes in Spring, 2001, the \$18 reduced fare passes are now available to all youth through Metro pass outlets - not just schools. Given the strong results of the Roosevelt effort, this represents a good opportunity for broader teen audience marketing.

3. Free Pass Trial

Four ways to measure the effectiveness of this free pass trial were chosen, and all yielded very strong positive results for the free Metro passes vs. traditional yellow bus SSD transportation:

- A. Track number of students who pick up their passes each month (presumably to use them) and compare to average ridership on the four yellow bus routes in the previous year. Of those students in the "trial", 82% picked up their passes, compared to average 61% ridership on the same yellow bus routes the previous year.
- B. Survey the parents of the "trial" students to see how effective they believe the trial has been.

The results were highly in favor of the free Metro pass trial, as follows:

- 97% said their child used his/her pass "most or all months".
- 71% said their student used the Metro pass more often compared to the yellow bus. These results did not vary much by grade of the student.
- 50% said their child used the pass "frequently" to travel to other destinations, such as work or recreation - and the total climbs to 89% when "occasionally" is added to the total. Again these results were virtually identical from lower to higher grade levels.

- 61% said the free Metro pass trial was “highly successful” for their student; when “moderately successful” is added in the total rises to 85%. Only 3% said it was “barely successful” and no one replied “not at all.”
- Parental comments were almost uniformly positive; the only negative comments related to inconvenient transfers and long travel times. Sample comments include:
- More choice on when to leave school - can stay later if needed.
- My son’s burning desire to drive has lessened - he can get to places on his own - and with friends. After school activities including errands (like haircuts) are now easily within his control.
- She enjoys riding metro - no “school bus stigma.” She also likes weekend use and ability to go other places on way home from school.
- Although my daughter uses the pass only occasionally, she has been thinking more in terms of using the bus when possible.

C. Survey the students who participated in the trial to find out what they think and how much they used the passes. The results were also strongly supportive of the Metro pass trial:

- 77% said they use the pass five days a week to get to and from school.
- 63% said they use the pass three or more days a week to travel to other destinations.
- 42% said they would use the bus less often if they were assigned to a yellow bus, and only 8% said they would ride the yellow bus more.
- 70% reported they had “none or few problems” taking Metro and only 7% said they had experienced “lots of problems” taking Metro.

Destinations to which students reported traveling with their Metro passes included the following:

- Public library
- The mall, shopping
- YMCA
- Movies
- North Seattle Community College
- Other Seattle neighborhood to see friends
- Seattle Center
- Church

Problems cited by students included:

- Losing their pass
- Late buses
- More walking

- Transfers take more time
- Long travel time

D. Survey the entire student body to determine whether there would be a market for expanding the free pass trial if initial results are positive. All students were given surveys during homeroom; for those not attending homeroom (Running Start, etc) surveys were sent home. Results show that the free Metro passes tend to encourage more bus use, and a high percentage of all students surveyed said they find the free pass more attractive than the yellow bus:

- Of students currently assigned to yellow bus routes, 61% said they would like a Metro pass more than using the yellow bus; 17% said they would like it less.
- Of students who have the free Metro passes, 71% say it is better than the yellow bus and only 3% said they liked it less.
- 55% of the students assigned to the yellow bus say they ride it to school three or more times per week, where 77% of those with free Metro passes say they ride that often.
- 30% of the students assigned to the yellow bus say they “never” use it, while only 10% of those with free Metro passes report “never” using them.

As might be expected on a general survey, there was a wide range of student comments - some more relevant and sincere than others. Sample comments include:

- I don't have to sit so long in the cold if I ride Metro. I'll also get here faster, which is good.
- Metro passes are more convenient.
- I want a free Metro pass.
- Everyone hates the yellow bus. I'm sorry.
- Metro takes longer and is more crowded than a school bus, but I like the free pass.
- I drive a very fast sports car. That's all.

The results from all four evaluation approaches were remarkably similar, and showed a very high degree of support for Metro passes vs. yellow school bus service. Both students and parents reported increased bus use to and from school with the free passes. Furthermore, a high number of students reported choosing Metro transit as an after school or weekend travel mode because of the pass. The results were very similar for all grade levels, and the level of concern or reported problems was remarkably low (although the parents who did have concerns felt strongly and reported them in great detail).

Roosevelt's Principal, Vice Principal for Transportation and the Way to Go program liaison, were all enthusiastic about the free bus passes. The administration decided to continue and expand the Metro pass trial during the 2001-02 school year: six yellow bus routes serving approximately 275

students will be replaced with Metro passes. The success of the trial prompted SSD to hire a consultant to explore the issues associated with broader expansion of this bus trial.

To date, it is appearing that operational problems may make it difficult to expand the program to all high schools in the near future, for two main reasons. First, Metro has expressed concerns about a major influx of high school students onto its buses during peak hour, using buses that are already at or near capacity. Second, since bus runs are a minimum of four hours, each run needs to serve a pair of schools. If high schools were removed from the mix, some bell schedules of middle and/or elementary schools would have to be adjusted, which may be controversial. However, conversations are underway with SSD to explore the possibility of an expansion to one or more additional high schools for the coming year, to allow more careful tracking of potential problems and possible solutions.

4. Teacher and Staff Products and Services

An average of 5 teachers per month took the vouchers to purchase bus passes and another 10 turned in logs to receive Commuter Bonus Plus vouchers (approximately 12% of the faculty and staff). In the staff survey, 14% of respondents said the reward vouchers helped them drive less at least some of the time. Faculty liaison Rodney Herold suggested that even if future budgets would not allow provision of vouchers to all teachers and staff, they should be offered at least to those teachers not currently taking advantage of alternate transportation to “get them hooked.”

He also felt that the priority carpool spots (subsequently discontinued) were the most effective PR of all - “its visibility, connection with the car culture, benefits were all very positive for the one month it lasted.” The rideshare map and board in the teachers lounge received little use and was removed later in the year.

PHYSICAL IMPROVEMENTS

Bike racks

The onsite Way to Go liaison (Rodney Herold) was not able to track this data formally. Anecdotally, Rodney (a bike rider himself) observed that the availability of the bike racks this year did help increase ridership - to approximately 10 - 15 bikes per day, and somewhat more once the covered area became available. However, during promotions (Fall and Campus Day Rider Rewards) bike use increased perceptibly (average 30+ bikes).n covered area became available.

EDUCATIONAL

It is difficult to measure the success of individual educational materials other than from the year end survey and interviews with school teachers and administration. In the survey, the Way to Go elements with the highest awareness levels cited by students were posters and PA announcements. And many teachers expressed receptivity to the educational materials provided for kickoff classroom

sessions. However, inserting this new topic into an already crowded academic schedule was difficult, and some teachers are resistant to anything “outside the ordinary.”

The student-produced teen bus fun map which resulted from offering service learning credits was clearly a success - both in the dedication and persistence with which the students approached the project and in the final product which was widely disseminated.

MARKETING AND PROMOTIONAL ACTIVITIES

1. Spring 2000 Kickoff

Approximately 350 students (22% of the student body) signed pledges to change their travel. About 20% returned the follow-up survey, a strong response rate.

- 68% said they were “very” successful in carrying out their pledge. No one said they were unsuccessful, and only 3 said “just a little.”
- Of the 63 who said they were “very” or “pretty much” successful, 24 said they changed the way they traveled “a lot” or “somewhat.”
- Most of those who said their travel behavior changed “not at all” indicated that they were already busing, carpooling, etc.
- The alternate modes reported, in order of use, were Metro (46), school bus (33), carpool (23), walk (17) and bicycle (3).

2. Winter 2001 Promotion

Entries in the Factoid Contest were light (15 - 50), but the somewhat obscure location of the display and entry box in the Career Center may have contributed to the weak response. Student survey results indicate that the posters with “factoids” did help to raise awareness, however, which was the main goal of the promotion. Also, the temporary tattoos with the Way to Go logo, handed out to all entrants, proved to be a popular item - they were subsequently requested by cheerleaders and other teams for use at assemblies and rallies, further “branding” the trip reduction concept.

3. Spring 2001 Promotion

The bike to school inter-class challenge promotion drew more bicyclists than a normal day - around 35. The car display focus of Campus Day was difficult to overcome, but the student interest in the displays/demonstrations on the field was satisfactory and the participating partners were pleased with the results (see below).

4. Program Partner Satisfaction

Following are the results of interviews with some of the partners who provided support to various elements of Roosevelt’s Way to Go program. Everyone interviewed was supportive of the effort and indicated their willingness to support future efforts:

Seattle Central Community College, teen bus map sponsor:

- Candace Oehler from SCCC was pleased with the final map and indicated willingness to participate in future such efforts. She put them in Seattle Central Community College's (SCCC) reception area and all are gone. Candace loves the concept of kids working on reducing car use, and particularly liked the sponsorship opportunity since RHS is a feeder high school for SCCC (Running Start). SCCC actively promotes public transportation and currently has a special page for high schools in its quarterly schedule reminding students that the college is "only a bus ride away," and provides bus information.

Papa John's Pizza:

- Papa John's likes to support efforts such as WTG because it impacts day-to-day behavior in their business neighborhood. Jeff Kleweno, Manager, especially likes WTG because it is school-based, and he thinks it is important to raise students' awareness of environmental concerns and community involvement.
- Jeff thinks the bus map was "Great!" He gave all his away. Jeff says he would participate in the future as students should be made aware that driving less is a good thing to do.

Seattle Public Library, Greenlake Branch:

- The map was "great," according to Lola Estelle. She distributed it to other nearby branch libraries (University and Lake City). "Everyone liked the map - teens and middle school aged kids snatched them up." She said yes to sponsorship because it is a "great idea" to promote awareness of transportation issues and good driving habits. "We need to change the car culture," Lola says, and "show kids that riding the bus doesn't mean you're poor. Teaching kids to take care of the environment and think of taking the bus as an equally good alternative as the car is a good thing."
- She was "very impressed" that the RHS students put the map together. The map is a "very good resource." She believes "the library should partner with public schools" for greater visibility and cooperation on important issues. Lola would be willing to participate again.

Seattle Police Department

- Officer Kip Strong was very happy to have his bicycle officers participate in Campus Day because "anytime we can interact in a positive way with young people it is an outstanding thing." Kip says it makes sense to approach kids in high school before they establish adult driving habits. He would like to see the program continue and be expanded to include a safety focus as well as environmental awareness.

- Kip thinks it's likely that if WTG is expanded to other high schools local police would participate. "We want to have a positive rapport" with kids. The police appreciate any opportunities to establish positive relationships/rapport with kids, not wanting their interactions with teens to be only when there is trouble.

OVERALL/GENERAL FEEDBACK ON Way to Go

The final survey administered to all students and teachers in May, 2001 yielded the following results:

1. Student survey:

- 39% said program made them more aware of the transportation choices available to them, but 27% said they were not aware of the program at all.
- The highest student awareness was of Way to Go posters, PA announcements, and reduced price Metro passes.
- The program elements most cited as helpful were reduced price passes (51%) and free Metro passes (47%).
- Of those who used to drive alone to school, 28% said they reduced the frequency of driving alone and 15% said they stopped driving alone because of the program.
- The percentage who said they drove alone "most of the time" actually increased by 4% from beginning to end of the year - but even they seem to be doing it less often than before (e.g. 3 days per week rather than 5).
- More than 7% said they biked or walked more often, 15% took Metro more often and 13% took the yellow bus more often.
- Asked about what should be offered in future years, highest response was priority carpool parking (27%), free Metro passes for more students (25%) and reduced price Metro passes (23%).

Sample student comments:

- "I like the program - I was able to go other places than school with the free bus pass, unlike a yellow bus."
- "I heard nothing about getting prizes for not driving. You need to make it better known."
- "More carpool spots are a good idea. Have kids fill out a survey which would match kids according to where they live."
- I think the reduced fare and free bus passes were the most helpful and effective. I think they should continue."

2. Staff survey:

Similar to students, the most awareness was of posters, PA announcements, reduced price Metro passes, incentive prizes for students.

- 14% said the reward vouchers helped them drive less at least some of the time.
- The strongest teacher support for student elements next year was for reduced price bus passes, student incentive rewards, priority carpool parking, free Metro passes and more bike facilities.

Sample teacher comments:

- "I'll likely still ride my bike next year, but the vouchers are sure nice."
- "Great program. I appreciate the rewards - they create that little motivation to do what I should do anyway."
- "It seems to have worked for many - I know some of my students have been affected positively. Thank you for your efforts."
- "Free Metro passes for staff too."
- "Posters are effective."
- "There were times when the program was wasteful of paper. This made students discount the integrity of the program."

CONCLUSIONS AND RECOMMENDATIONS

In reviewing conclusions and future recommendations for high school trip reduction, it is important to keep in mind the original goals:

1. Raise awareness of transportation choices and create incentives for student/staff actions to reduce automobile trips.
2. Reduce parking impacts on surrounding neighborhoods.
3. Design a program which could be transferable (fully or partially) to other schools.

CONCLUSIONS

1. Raising Awareness, Changing Behavior:

- Raised awareness levels and changed behavior as a result of the Way to Go trip reduction project are demonstrable: more than 40% of those who used to drive alone said they did so less as a result of the program, and more than 2 of 5 students said they became more aware of the transportation choices available to them.
- The major Transportation Fair with student pledges (and rewards) was very effective - both in raising initial awareness about Way to Go and in changing behavior.
- In general, substantive program elements (free or reduced price passes, priority carpool parking) seemed to have the most direct trip reduction results.
- Ongoing participatory contests worked less well - although their educational/awareness raising value seems to have been effective. These contests are labor-intensive to stage and probably offer less “bang for the buck” in terms of results and student interest.
- There was more participation in general from the lower grades - those students without driver licenses, as shown by the surveys (and Way to Go Team turnout). The exception was priority carpool parking, which had strong interest among juniors and seniors.
- The strong results of bus trial survey and Roosevelt administration’s enthusiasm to expand for 2001-02 school year is encouraging. If operational issues related to replacing yellow buses could be resolved, expanded use of free Metro passes in future years would be likely to increase the number of students traveling to and from high school by bus. Parental support and student enthusiasm is likely to be high.
- The high student interest in purchasing reduced fare Metro passes suggests that a strong marketing effort by Metro and SSD, perhaps through the high schools, would significantly increase Metro ridership among teens.
- Teacher participation in trip reduction was modest - and the Commuter Bonus Plus vouchers did not seem to motivate a significant percentage of teachers to change their travel behavior. Since these vouchers were funded directly from TRI funds, they represented a real out-of-pocket cost without corresponding results.

2. Reducing neighborhood parking impacts:

- There was no demonstrable impact on the tight neighborhood parking situation, for several likely reasons.
- In general, it is difficult to track or monitor student and staff parking habits (and changes) in an open on-street environment with no boundaries.
- Also, during the Fall of 2000 a Residential Parking Zone (RPZ) was imposed in the neighborhood south of Roosevelt, furthering tightening the on-street parking situation for everyone.
- Lastly, the program element most likely to have an impact on the neighborhood parking situation - priority carpool permitting - was removed from the program after a promising 6-week trial.

3. Creating a transferable program:

- Because the demonstration program was structured to test an array of products and services, educational materials, physical improvements and marketing/promotional activities, it is easy to pick the most successful elements and package them as a “menu” of trip reduction elements for other high schools.
- Having a committed staff person (Rodney Herold of the Career Center) as liaison was critical. Many tasks, such as contacting students, arranging mechanics, ordering and handing out passes, tracking participation, could only be done by someone onsite.
- Having an outside Way to Go resource person to coordinate between participating entities (governments, retailers, etc.) is important to maintain momentum and meet deadlines.

RECOMMENDATIONS

The Trip Reduction Initiative (TRI) targeted the youth audience for trip reduction and encouraged stronger partnerships between the City and other agencies providing transportation services, such as the Seattle School District. The City of Seattle’s Roosevelt Way to Go project has demonstrated success in both of these areas, and thus, consistent with the TRI, the following three categories of actions are recommended. Actions should start during the remainder of 2001 and be carried on throughout 2002:

1. Provide Trip Reduction Resources for all Seattle High Schools.

- Make presentations to other Seattle high schools (and their PTSA’s) summarizing the results of the Roosevelt Way to Go experience.
- Create a “Way to Go Resource Kit” which other high schools could use to replicate successful program elements from the Roosevelt trial. This kit might include:

- a. camera-ready logo and instructions on how to adapt to your school's signage
- b. list of transportation "factoids" for use in educational promotions
- c. student "transportation quiz" and other curriculum elements
- d. pledge forms for use in Transportation Fairs with follow up surveys
- e. sample PA announcements
- f. priority carpool registration parental consent form
- g. marketing materials regarding discount Metro passes
- h. samples of incentive rewards (like temporary tattoos) and ordering instructions

Offer startup assistance to high schools wanting to initiate Way to Go programs - coordinated jointly by the City and SSD, bringing in Metro and others as appropriate.

2. Support Expansion of Free Metro Service to High School Students.

- Work with SSD to identify additional high schools for expansion of the free pass trial; help facilitate mechanics and track results.
- Help SSD and Metro develop a marketing campaign informing high school students about availability of reduced price Metro passes.

3. Find Ways to Encourage Carpooling and Ridematching.

Given the strong potential for priority carpools as a trip reduction tool, seek policy guidance and new mechanics to allow ridematching and carpool registration without imposing undue liability on the City or SSD. In particular:

- Pay special attention to high schools, like Roosevelt, undergoing reconstruction and work to influence inclusion of priority carpool parking as part of project design.
- Work with City and SSD staff and elected officials to review the relevant aspects of the new Intermediate Driver License Program and seek acceptable ways to manage priority carpool spaces without incurring undue liability (such as requiring detailed parental permission, restricting access to teens with regular licenses, seeking greater PTSA involvement, etc).
- Contact other districts for more data and ideas on ways to encourage high school carpooling responsibly.

4. Seek Increased Level of Support from SSD and Metro.

- Brief relevant elected officials and committees from City, SSD and Metro
- Identify budget levels to carry out above recommendations, including elements recommended to be funded by SSD and Metro.
- Seek participation from SSD and Metro staff in implementation activities, perhaps in the form of an oversight committee.

